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ABSTRACT

This booklet profiles the 10 recipients of the 1994 Secretary of Education's Award for Outstanding Adult Education and Literacy Programs. The following programs are profiled: Portland Adult Education (Portland, Maine); The Center for Literacy, Inc. (Philadelphia); James H. Groves Adult High School (Dover, Delaware); Adult Basic Skills Education Program (Hickory, North Carolina); Harris County Department of Education (Houston, Texas); Adult Education Center (Rockford, Illinois); Adult Literacy Program at the College of Dupage (Glen Ellyn, Illinois); CSI Adult Basic Education (Twin Falls, Idaho); Merced Union High School District (Merced, California); and South East Regional Resource Center (Juneau, Alaska). Each program profile contains some or all of the following: description of the program's community setting and services; lists of outstanding features, demonstrated results, and elements for replication; and project contact person. Also included are the following: list of national education goals for the year 2000; background information on the Secretary's Award and the award selection criteria; and lists of nine other 1994 finalists, information contacts, and a list of states in each of the four regional areas. (MN)

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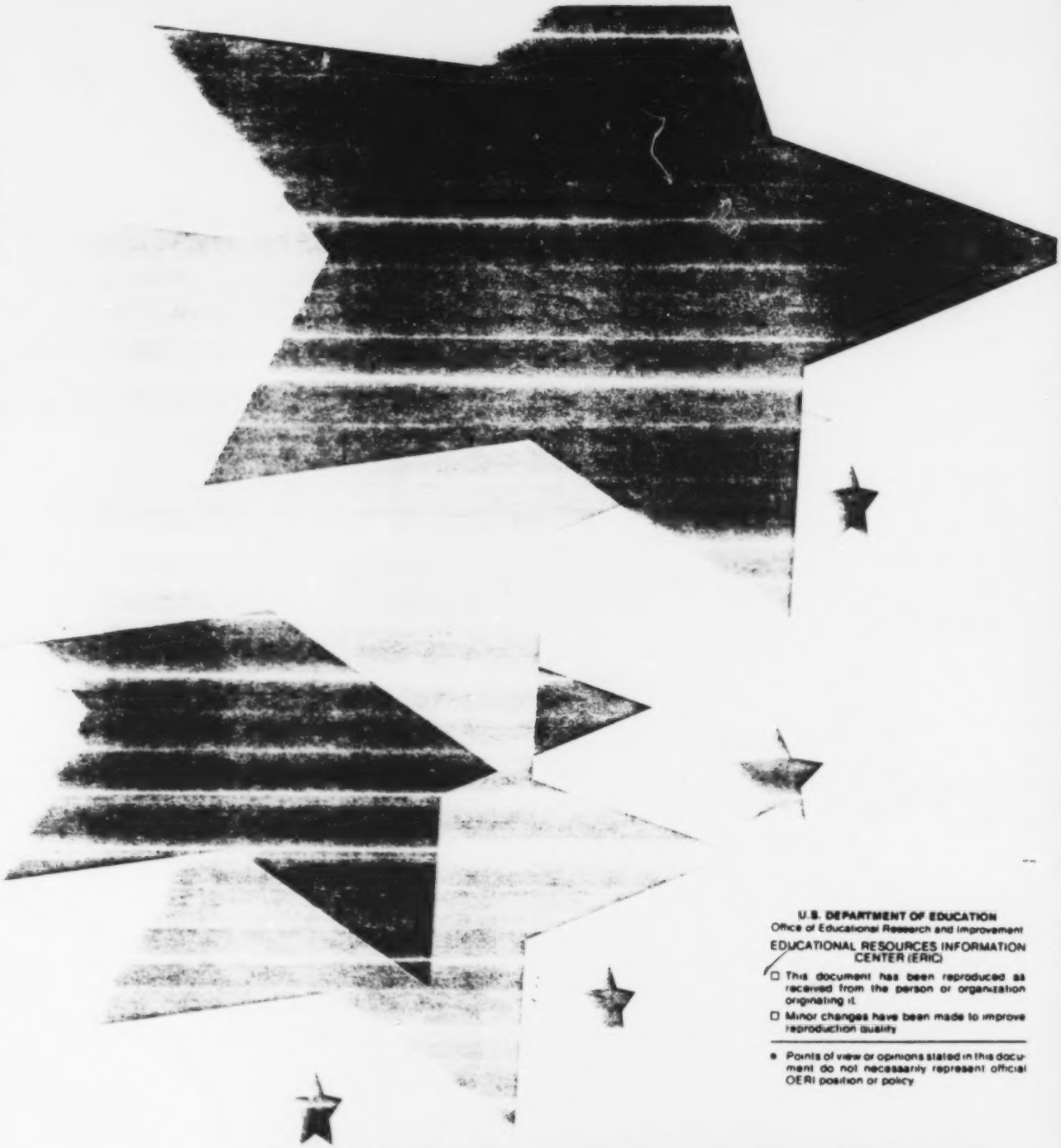

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MODELS OF EXCELLENCE IN ADULT LEARNING

U.S. Department of Education

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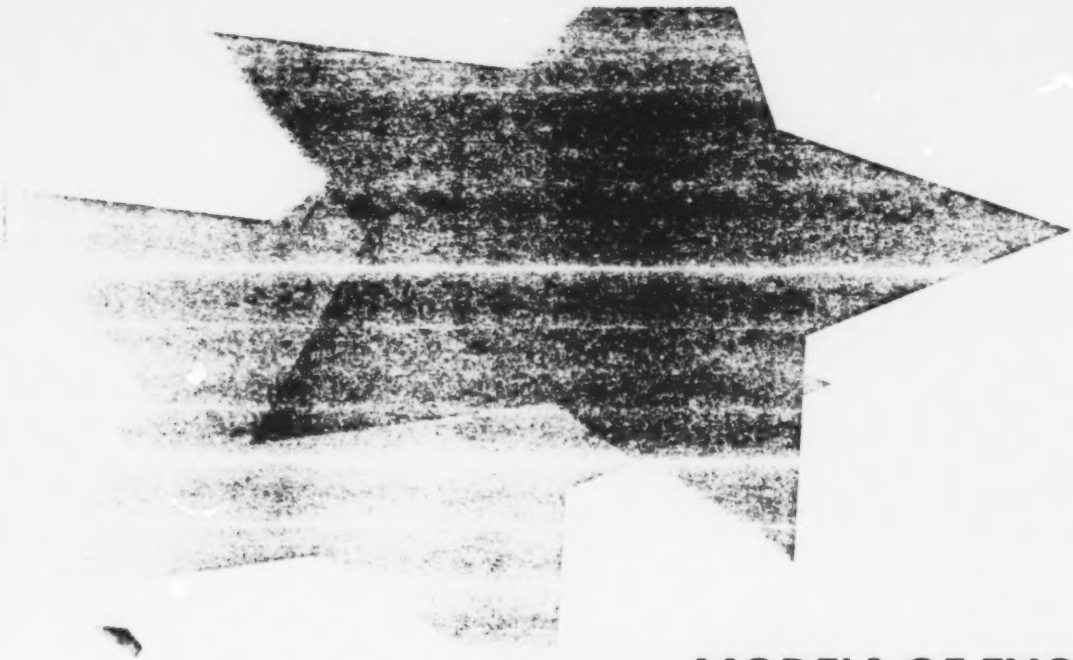

MODELS OF EXCELLENCE IN ADULT LEARNING

Recipients of the 1994 Secretary's Award for Outstanding Adult Education and Literacy Programs

U.S. Department of Education
Office of Vocational and Adult Education

October 1994

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MESSAGE FROM THE SECRETARY

I am pleased to announce this year's winners of the Secretary's Awards for Outstanding Adult Education and Literacy Programs. These programs reveal how adult educators are forging new partnerships with service providers in strengthening the delivery of services to our nation's adult learners. These elements of our adult learning system can be effectively replicated by other adult educators as we move forward to achieve our national literacy goal: By the year 2000, every adult American will be literate and possess the knowledge and skills necessary to compete in a global economy.

Outstanding programs conducted by community agencies, local education agencies, and community colleges across the nation were nominated for these awards. The ten finalists honored this year provide instruction in basic skills, English as a second language, high school diploma attainment, and family literacy to adults at campus facilities, institutions, satellite locations, and worksites.

Congratulations to this year's winners who are in the forefront of providing essential educational skills and competencies to adults in their communities. I urge community agencies, schools, and community colleges to learn about these effective approaches and apply them in a way that reaches many more adults in your community. Assuredly, our progress in building a better America is enhanced by empowering our nation's adults to cope effectively with the demands of our modern technological society.

Dick Riley

Richard W. Riley

Secretary of Education

The National Education Goals

By the Year 2000 -

★ All Children in America will start school ready to learn.

★ The High School graduation rate will increase to at least 90 percent.

★ All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, the arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

★ U.S. students will be first in the world in mathematics and science achievement.

★ Every Adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

★ Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

★ The nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

★ Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

BACKGROUND

The Secretary of Education established the Secretary's Awards for Outstanding Adult Education and Literacy Programs in 1985 to recognize excellence in local program services for educationally disadvantaged adults. The recognition program has assumed increasing importance as a means of focusing national attention on a range of high quality programs that demonstrate excellence in local communities. Congress, in the 1991 National Literacy Act, called for quality, accountability and strong coordinated community efforts in laying out amendments to the Adult Education Act. The 1994 awards program focuses on these elements.

The selection process begins with an invitation by the U.S. Department of Education for two nominations from each state. From these submissions, the Department selects five programs from each of the Division of Adult Education and Literacy's four geographical areas for final competition. Staff program specialists visit each program nominated and record detailed observations of activities. Finally, a panel of national experts from the field of adult education and literacy selects the programs to receive the awards.

Criteria for the review and evaluation of nominations for the Secretary's Awards are based upon recommendations from program administrators and practitioners, state directors of adult education, research on successful elements in program delivery, and the National Goals for Education. The criteria against which nominated programs are evaluated consist of program elements usually found in high quality programs. Describing these elements in the context of an operating program facilitates their replication across the country.

Many of the programs described in this booklet extend services to students by coordinating activities funded under the Adult Education Act with activities funded from other sources. Not all of the activities described are an allowable use of federal funds provided under the act.

Criteria for Selection

The criteria for excellence used in evaluating the 36 projects that were nominated include the following:

★ The program has measurable objectives that are consistent with the learning goals for students and program mission.

★ The program can provide evidence that these objectives are being met.

★ The program can provide evidence that student learning goals have been met.

★ The curriculum is related to program objectives; instructional methods and materials reflect recent trends.

★ The program environment is appropriate and adaptable to the special needs of adult learners.

★ To a significant degree, the program coordinates with public and private sector entities in order to respond to a variety of needs and goals of adult learners.

★ The program provides for evaluation and feedback from students, and concerned individuals and groups. Evidence is available to indicate how this feedback influences program decisions.

★ The program has specific, successful strategies for recruiting and retaining students.

★ Staff and professional development opportunities are provided to program personnel.

★ The program has effective elements that are clearly demonstrated and potentially replicable at other sites.

These criteria track the model indicators of program quality developed by the Education Department in 1993 to guide states as they crafted their own indicators. Improvement of program quality was one emphasis of the National Literacy Act of 1991, which, among other things, required states to have indicators of program quality in place by June of 1993.

THE 1994 WINNING PROGRAMS

PORTLAND ADULT EDUCATION (PAE)

PORTLAND, MAINE

Community Setting

Portland Adult Education students represent a wide range of educational backgrounds and experiences, and include a large number of new Americans including Afghan, Cambodian, Ethiopian, Eritrean, Eastern European (esp. Russian), Sudanese, and Vietnamese adults, as well as native English speakers. PAE's commitment to flexible, learner-centered education is particularly critical in responding to the changing needs of the community.

Description of Services

PAE operates 52 weeks a year, Monday through Friday, in ten sites throughout the city of Portland. Sites are adult-appropriate, and organized to encourage interactive learning. PAE's mission is "to inspire lifelong learning in a culturally diverse environment." PAE's programs target a range of adult literacy needs (including math, language arts, learning labs, GED preparation) and populations (ESL, workforce, homeless, teen parent, correctional). The program focuses on quality learner-centered education, and coordinates extensively with other agencies and service providers to address the challenges faced by adult learners. Teachers and tutors are encouraged to design and pilot new curricula materials and methods, with learner input. Tutoring, educational counseling, flexible scheduling, on-site child care, bus transportation and a responsive, creative environment further support and motivate learners.

Morning ESL Class at Portland Adult Education.

Outstanding Features

★ High quality service is provided to program participants through a constantly evolving program design that attains ongoing improvement in the delivery system reflecting the needs of the community. The program offers a diversity of programming including: adult basic education, English as a second language, learning labs, high school diploma, GED preparation and testing, correctional education, work site education, computer literacy, and individualized instruction in six homeless shelters and transitional programs.

★ Dedicated, high-quality service to adult learners in assessment, placement, tutoring and instruction, curricula, coordination, and community outreach.

★ PAE addresses the requirements of the Americans with Disabilities Act by regularly receiving referrals from the Bureau of Vocational Rehabilitation, Baxter School for the Deaf, Workers Compensation Bureau, Goodwill Industries, and the Bureau of Mental Retardation.

★ An evolving program design that balances flexibility and ongoing program improvement.

★ An experienced, motivated staff that develops creative and responsive approaches to adult education.

Demonstrated Results

★ The program is recognized across the state as a leader in service and innovation.

★ Learners are empowered and committed to continued education.

★ The program has long-standing community coordination: PAE maintains partnerships with homeless, correctional, refugee resettlement, and public housing organizations, as well as with various area businesses for workplace literacy services.

Elements for Replication

★ A cooperative learning model that meets the unique individual needs of an extremely diverse group of adults and enables learners to share their strengths and encourage their peers.

★ Quality and creativity in tutor training, curriculum development (teaching methods for math are especially innovative), assessment, placement and educational counseling.

★ Extensive coordination for resources, information and services, which allows the program to support learners while maintaining a focus on educational delivery.

★ A program design in which innovation, evaluation and program improvement is ongoing and integrated.

Project Contact

Robert L. Wood
Coordinator, Adult Academics
Portland Adult Education
57 Douglass Street
Portland, Maine 04102
(207) 874-8155
FAX: (207) 874-8154

THE CENTER FOR LITERACY, INC.

PHILADELPHIA, PENNSYLVANIA

Community Setting

The Center for Literacy (CFL) offers a wide range of free literacy services to adults throughout the city of Philadelphia. Of the 1,024,833 adults over 25 years of age, 365,713, or 36 percent, do not have a high school diploma or its equivalent. Approximately 115,711, or 32 percent, of the adults without a high school diploma have less than a ninth grade education. Nine percent of the adult population is unemployed and 27 percent of the total adult population receive cash-based public assistance. With the increasing immigration into the region, especially among Hispanic and Asian populations, the demand for English as a second language is growing.

Description of Services

Founded in 1968, CFL is the nation's largest and Pennsylvania's oldest community-based adult literacy provider. Its mission is to provide free literacy instruction and a wide range of other adult literacy services that respond to the diversity of individuals and enable adult learners to meet their goals. In Philadelphia's urban environment, CFL attracts the hardest-to-serve and most-in-need students with its adult literacy programs.

Learning takes place in classes with professional teachers, and in small group and one-to-one settings with volunteer tutors.

CFL's tutor-learner pair Ed Williams and John Young, practice using a cash machine as a supplement to their life-skills instruction.

In 1994, CFL:

★ Delivered education services to 2,579 adults in 106 sites.

★ Used computers at 12 sites for those seeking independent learning opportunities.

★ Offered 18 family literacy, eleven workplace education, six ESL, two homeless, three education for work, and two parole and probation classes in addition to its community programs.

★ Trained 712 volunteer tutors who dedicated 44,928 hours of service in one-to-one and small group instruction.

CFL supports efforts to meet the National Education Goals through direct service,

conducting research, developing curriculum and serving on Pennsylvania's and Philadelphia's **GOALS 2000** committees.

Outstanding Features

★ The program has a clear focus enabling individuals to meet their goals and literacy needs as demonstrated by the range of services provided, including: basic literacy, pre-job training, family literacy, workforce education, and English as a second language.

★ CFL offers workforce education in which customized job-related training enhances reading, writing, and math skills, as well as English as a second language. CFL has forged valuable partnerships with both large and small manufacturing, retail, and service businesses.

★ Education for work classes help learners prepare for job training through an intensive literacy program that includes developing the networks, research strategies, and life skills they will need to be successful in the transition from welfare to work.

★ Family literacy classes help to improve low literacy levels in families, breaking the cycle of intergenerational illiteracy. A National Institute for Literacy grant enabled CFL to increase parenting skills of participating heads of households.

★ Literacy services provided in conjunction with the Healthy Start Program, the Office of Maternal and Infant Health, Department of Public Health, Salvation Army/Red Shield Homeless Shelter, Philadelphia Adult Probation and Parole Department, Horizon House, and the Private Industry Council enable CFL to serve the hardest-to-serve and most-in-need students.

Demonstrated Results

★ 98 percent of students with greater than 50 hours met at least one goal and showed progress in reading and/or writing.

★ 71 percent retention/completion rate is 21 percent higher than the average for urban programs.

★ 60 percent of all students showed progress in reading and/or writing regardless of number of hours of instruction.

Elements for Replication

★ Service delivery models in the community, workplace partnerships and family literacy to support one-to-one and small group tutoring and classes.

★ Authentic assessment designed for an urban program (with versions for adult basic and literacy education, English as a second language, and workforce programs) to determine reading comprehension, reading strategies, writing strategies, math, usage of reading, writing and goals, as well as speaking and listening for the ESL learner.

★ A computerized data management system for student and tutor information, including documentation on demographics, attendance, and progress.

Project Contact

JoAnn Weinberger
Executive Director
Center for Literacy
636 S. 48th Street
Philadelphia, PA 19143
(215) 474-1235
FAX: (215) 472-7290

JAMES H. GROVES ADULT HIGH SCHOOL
DOVER, DELAWARE

Community Setting

The James H. Groves Adult High School is the only Middle States accredited statewide adult secondary "school" in the nation. Its operations are decentralized into six centers: Middletown, Marshallton, Newark, Wilmington, Polytech, and Sussex. Groves offers residents of many cultures and ages opportunities to improve the quality of their lives through preparation for higher education, employment, community involvement, and a richer family life.

Description of Services

Groves was first funded by the Delaware legislature in 1964 as an alternative for those who never earned a high school diploma. Operated by the State's Department of Public Instruction, it serves approximately 3,000 adults each year. Each of the six centers offers a full course of study for high school completion, plus extra services tailored to adult needs. For example, "extras" include nontraditional GED classes, competency assessment, student advisement, achievement testing, adult performance level assessment, community service, cooperative learning, independent study, workplace internships, career counseling, and credits earned for work experience.

Outstanding Features

★ Curriculum is student-focused and credits life, work, and volunteer experience.

Graduates share the joy with family and friends.

★ Learning approaches include home study, instructional and assistive technology, and individualization.

★ Philosophy promotes leadership skills through student government activities and alumni involvement in program administration.

★ "One-stop" learning is available through co-location of adult secondary opportunities with child care and vocational training.

★ Encouragement for family participation; family support promotes retention. It is not uncommon for parent and child or sibling to attend and graduate together. For example, in 1987, a husband, wife and daughter graduated together.

★ Interaction and joint instruction of at-risk in-school students, out-of-school

youth, and adults lead to mutual support and motivation.

★ Formative evaluation through the leadership team is reinforced by an annual summative evaluation and Middle States accreditation.

Demonstrated Results

★ On average, 700 adults graduate each year. The average graduate has attended for two years.

★ Average student contact hours annually is between 175 and 200 hours, compared to the national average of less than 80 hours.

★ More than 30 percent of students continue on to college.

★ The state's high school dropout rate has been reduced from 7.3 percent to 4 percent over the past four years.

★ Follow-up studies, demographic analyses, annual student surveys, information gained through the student alumni association and the Department of Public Instruction show that Groves has an impact on students, the community, and Delaware's economy. Reports consistently reveal: hiring of Grove's graduates by the business community, family literacy level improvement and college attendance. Other significant accomplishments include: graduates starting their own businesses, entering politics, and achieving major positions in Delaware businesses.

Elements for Replication

★ A program design that promotes consistently high quality but yet is extremely flexible. This design is replicated in a variety of community settings. A mechanism is in place to establish additional centers in Delaware.

★ A curriculum that is focused on students' "end-of-program goals" rather than just on a credential with many alternative approaches to gaining credit.

★ Student government/alumni association involvement in program development, administration, and decision making.

★ A statewide team-based management approach that includes formative and summative evaluation.

Project Contact

Dr. Fran Tracy-Mumford
Education Associate/Team Leader
Equity and Special Programs
P.O. Box 1402
Dover, Delaware 19903
(302) 739-3743
FAX: (302) 739-3744

ADULT BASIC SKILLS EDUCATION PROGRAM
CATAWBA VALLEY COMMUNITY COLLEGE
HICKORY, NORTH CAROLINA

Community Setting

Catawba Valley Community College provides a multifaceted adult education and literacy program for residents of Catawba and Alexander counties. CVCC, which is located in the foothills of western North Carolina, is predominately rural, but highly industrialized. This presents challenges in recruiting and scheduling. These challenges are met through extensive coordination with business, industry, community, human service, educational, civic, and religious organizations throughout the area. Classes are scheduled seven days a week at various times during the hours of 8 a.m. to 11 p.m.

Description of Services

Catawba Valley Community College (CVCC) supports seven adult education programs--workplace literacy, adult basic education, family literacy, GED, English as a second language, State Legalization Impact Assistance Grants (SLIAG), and compensatory education (for the mentally disabled). Special emphasis has been placed on workplace literacy with CVCC leading all community colleges in the number of workplace education programs at industry locations. On-site literacy programs began twelve years ago at two furniture industries. Since that time, workers have received literacy training at more than eighty sites. Some classes are held after work hours while others are held during regular shift hours in which employees receive their hourly wage from their employer for the time spent in class.

ESL class at the Plastic Packaging Company in Hickory, North Carolina.

The seven program areas are all aimed at closing the skills and knowledge gap and giving every adult literacy skills and a desire for life long learning. Instruction focuses on skills improvement in reading, speaking, and writing that lead to a more productive life. The program works closely with each student to meet individual needs. Attention to these objectives has helped CVCC develop a successful multifaceted program.

Each year more than 2,200 adults are served by programs located in eighty-five sites. Thirty-two of these sites are in industries such as furniture, textiles, hosiery, fiber optic cable, packaging, lighting manufacturing, bakery, and plastics.

Outstanding Features

★ Accessible services to special populations: rural adults, disabled, families, etc.

★ Exemplary workplace education partnerships with a large number and variety of employers.

★ A well-supported program of adult education services operating within a community college system.

★ Extensive staff training program for new and veteran instructors.

Demonstrated Results

★ High rate of student enrollment (8 percent of eligible population).

★ High rate of student retention (82 percent).

★ Record number of students (369) earning a GED certificate last year.

★ Extraordinary rate of student transition from adult secondary education to community college studies (1/3 of GED graduates).

Elements for Replication

★ CVCC's strategies for workplace education, staff development, program coordination (college and community), family literacy, and recruitment and retention. CVCC has joined with many groups in the community to provide the support and services needed to maintain a quality program. Responding to the needs of students and their employers often means moving out into nontraditional education locations.

The staff members have devised strategies to reach adults, including:

★ Maintaining extensive personal contact with other agencies.

★ Meeting frequently with business and industry representatives.

★ Encouraging students to recruit other students.

★ Providing the media with public service announcements and human interest stories.

★ Making personal presentations to civic, religious and governmental groups.

★ Distributing illustrated notices in areas frequented by the target population.

Project Contact

Claudia McLean
Adult Basic Skills Education Program
Catawba Valley Community College
2550 Hwy. 70, SE
Hickory, NC 28602
(704) 327-7006
FAX: (704) 327-7276

AREA 2

HARRIS COUNTY DEPARTMENT OF EDUCATION

HOUSTON, TEXAS

Community Setting

The Houston/Harris County metropolis comprises the fourth largest city in the nation. It has the second largest concentration of non-English speaking adults in the United States, and is also the home of the world's largest petrochemical/industrial complex.

Harris County covers 1,777 square miles that includes Houston and several suburban cities. Approximately 300,000 of Harris County residents over the age of 25 do not have a high school diploma or are from non-English speaking origins.

Description of Services

Taking a comprehensive community approach, the Harris County Adult Education Division (AED) formed an adult education consortium along with 15 independent school districts, local literacy providers, and business and industry partners. Its community-based partners include the Houston READ Commission, the Houston/Harris County Library Systems, Houston Ministerial Alliances, and the Chinese Community Center.

Through this network the AED serves more than 12,000 adults a year, targeting special groups such as dropouts, homeless, single parents, the unemployed, persons with disabilities, and the institutionalized. During the amnesty program (1988-93) it provided instruction to a total of 23,588 individuals who needed to learn English to qualify.

Students in the learning center use computer technology to reinforce lessons taught in the classroom. (Students: Esther Moriado, Connie Garcia, Irene Ybarra)

Outstanding Features:

★ Harris County's AED offers an unusually ambitious range of services to a broad spectrum of those most in need of educational enhancement. Some of its "star" programs are:

-- An adult literacy component for the largest Even Start family literacy program in the country.

-- Workplace literacy classes provided on-site for more than six major corporate partners such as Shell Oil Co., Exxon, Minh Foods, Brown and Root Industrial Services, and HI-Port, Inc..

-- Collaboration with the Texas Department of Human Services to administer a

successful Job Opportunities/Basic Skills (JOBS) program.

-- GED classes at an innovative and nationally recognized homeless shelter, the Rehab Mission.

★ The AED recruits with an aggressive multi-language media outreach. Radio and TV public service announcements, newspapers and fliers are in Chinese, Korean, Spanish, Vietnamese, as well as English.

★ It uses cost-effective resource management that reduced the 1992-93 average instructional cost to $110.97 per student, which enables more learners to be served with available funds.

★ Its 90 class locations are dispersed in convenient community settings that are easily accessed and offer a secure learning atmosphere for adults.

Demonstrated Results:

★ 76 percent of students complete their personal objectives; 69 percent progress in the same level or move to a higher level.

★ It has received recognition for excellence at state and national levels, including:

-- National finalist in 1990 for the Secretary's Award for Outstanding Adult Education and Literacy Programs.

-- The Texas Association for Literacy and Adult Education named the division's director State Adult Educator of the Year in 1993.

-- Received the Governor's Award for Excellence in Education for Even Start in partnership with the Spring Branch Independent School District.

★ As a result of its JOBS collaboration, 160 women on public assistance earned GEDs last year.

★ Its graduates include a high proportion of high achievers. For example, GED instruction at the Rehab Mission yielded the first homeless person in the city to earn a GED certificate and full college scholarship. In addition, the Texas Association for Literacy and Adult Education awarded scholarships to an AFDC student for the highest GED score in the State in 1992, and in 1993, State scholarships went to an AFDC student and an international student.

Elements for Replication:

★ An efficient, highly automated record keeping and data gathering system.

★ Custom-prepared workplace literacy materials such as an ESL safety manual, practice test video, and learner outcome checklist.

★ ESL curriculum materials such as a student self-study manual for beginning ESL students, and a general English test for ESL placement.

Project Contact:

Arnaldo Hinojosa, Director
Adult Education Division
Harris County Department of Education
6515 Irvington
Houston, TX 77022-5699
(713) 692-6212
FAX: (713) 695-1976 or 694-2414

ADULT EDUCATION CENTER
ROCK VALLEY COLLEGE
ROCKFORD, ILLINOIS

Community Setting

The Rock Valley Adult Education Center provides service over a three-county area of northern Illinois, including both urban and rural populations. The total population of approximately 300,000 reflects a variety of nationalities and ethnic groups, such as Swedish, Japanese, Korean, Polish, Indochinese, Russian, Hispanic and African American.

Approximately 36,000 adults within the service area lack a high school diploma. Of those, almost 17,000 have less than an eighth grade education. High school dropouts average close to 900 per year. More than 32,000 adults currently receive some form of public assistance.

Description of Project

The mission of the Rock Valley Adult Education Center is to increase the number of functionally literate and economically independent adults through counseling, instruction, training, and/or referral. In support of this mission, the Center's ABE/GED/ESL programs are delivered at satellite locations selected on the basis of community need, request, and response. It currently conducts 180 classes at 36 satellite locations throughout the service district.

Through these off-campus sites, services are available to adults with special circumstances who might not otherwise have convenient access to adult education services. For example, their clients include public housing residents who lack transportation, mental health center outpatients who are not yet ready for mainstreaming, and senior citizens who are unable to leave their housing facility. Because of this outreach to nontraditional participants, enrollment is at an all-time high of 2,023 adult learners.

Student Speaker at GED graduation ceremony.

Outstanding Features

★ The program developed an extensive collaborative network by working with an Area Planning Council. The result has been more comprehensive and higher quality services to clients. For example:

-- Adults enrolled in classes held at two public housing projects and the Salvation Army site are provided on-site child care services from the host agencies.

-- The Janet Wattles Mental Health Center provides an aide for the classroom established on-site.

-- The Winnebago Correctional Center has created a scholarship for inmates to continue their education upon release.

-- Programs including refugee training, displaced homemakers, public assistance, JTPA dislocated workers, and JTPA 8% funds are all housed together to facilitate coordination.

★ The center is rapidly expanding its personalized workforce programs in the private sector by working in tandem with the Rock Valley Technology Center. Each month a staff workforce education specialist visits several new companies to provide information about conducting needs assessments, recruiting employees, and tailoring curricula to the needs of the company and the employees.

★ The center delivers staff training on four levels: local, regional, state, and national. In addition to internally planned annual staff development and training opportunities, member organizations of the Area Planning Council share education and training opportunities.

★ Center staff develop educational and employability plans for each student. Continually updated and revised, these plans serve as the blueprint for all services provided each adult learner.

★ The Center receives outstanding support from Rock Valley College. The College views the adult education program as an integral part of its service mission. This is evidenced by the financial commitment it makes as well as the variety of college services made available to the program. These services range from counseling to the creation of a personalized learning center providing intensive personal assistance.

Demonstrated Results

★ The program has an overall retention rate of 73 percent.

★ In 1993, 301 students passed the GED exam-- up from 185 in 1988.

★ 63 adult education students were removed from public assistance altogether or had a reduction in benefit level.

Elements for Replication

★ The processes used to achieve a high level of coordination and collaboration are well developed and can be transferred to other community settings.

★ The Rock Valley College Adult Center Workforce Education Program uses an aggressive strategy for recruiting business and labor participation which can be adapted to other communities.

★ The program has developed formalized procedures and the accompanying forms needed to support and replicate individualized educational and employment plans.

Project Contact:

Diana Barthelman, Program Director
Adult Education Center
Rock Valley College
3350 North Bell School Road
Rockford, Illinois 61114
(815) 654-4454
FAX: (815) 654-5234

ADULT LITERACY PROGRAM AT COLLEGE OF DUPAGE

GLEN ELLYN, ILLINOIS

Community Setting

The Adult Literacy Program at College of Dupage serves a 251-square-mile, three-county area of northern metropolitan Illinois, now considered the far western suburbs of Chicago. The school district (# 502) encompasses 43 distinct townships or villages and includes no single identifiable population center. The population in the college district that includes those three counties is over 800,000 and growing faster than any other in Illinois.

The composition of the population is also changing dramatically. According to the 1990 Census, the minority population has doubled in the past ten years. In one township, the Hispanic population increased 146 percent. In another community, the Asian population quadrupled. One out of nine district residents is a member of an ethnic minority.

Description of Services

The Adult Literacy Program is a coordinated network of diverse curricula, study options, and support services. To make instruction accessible to the greatest number of learners, instruction and support services are offered at the main campus and at 28 satellite locations. Priority is given to English as a second language (ESL) students who are not literate in their native language and to those who have less than a fourth grade education. The program served just under 3,500 students during the 92-93 program year. More than 2,600 were served in adult basic education and ESL programs. Nine hundred students were served in the adult secondary program.

ESL students and their instructor engaged in a small group activity at the Chinese Cultural Center.

The program provides a wide range of resources to support instructional objectives. These include a fully equipped ESL language and study lab, four open lab skill centers, a special classroom-sized computer lab, PLATO software, and two fully portable language labs. Students can check out video/audio tapes, VCR's, lap-top computers and cassette recorders for use at home.

Outstanding Features

★ Counselors administer interest assessments to help students identify strengths, values, and interests. A minority transfer specialist advises students on a number of areas including transition into college level courses.

★ The program offers a variety of personal interest activities. For example, through a Marshall Field's grant, the program provides free tickets to educationally disadvantaged students to attend selected theater and concert performances.

★ Students attend a special lecture series which treats such topics as the dynamic employment environment and the changing roles of women.

★ Staff development is a genuine emphasis that yields rich rewards. Characteristics of its staff development program include: (1) it must be program-based: that is, relevant not only to staff needs, but also to federal, state, and local program priorities; (2) it must be experiental, or grounded in close study of actual classroom practice to promote connection between theory and practice; and (3) it must be problem-centered or directed toward identifying and resolving problems that exist in real teaching environments.

★ Project "Quick Start" offers ESL and adult basic learners an intensive 120 hours of instruction in twelve-week cycles.

★ Special curricula were developed for family and workplace literacy, inmates in county jail, homeless adults, and students in the amnesty program.

★ PEP--" People Educating People"--is the volunteer component of the adult literacy program. Over 300 active volunteers are utilized throughout the year.

Demonstrated Results

★ 90 percent of ESL students completing their course of instruction showed an average ten-point gain in English Language Spell Assessment (ELSA) post-test scores.

★ 97 percent of students taking the GED exam passed; 72 percent of secondary level students advanced to transitional, academic, or vocational courses; 32 percent of public assistance students were removed from public assistance; and the program-wide retention rate is 71 percent.

★ 350 adults received their first library card.

Elements for Replication

★ The project is part of formal Area Wide Planning Council. Membership includes adult education service providers, businesses, students, community-based and volunteer literacy organizations, government agencies, as well as human and social service agencies.

★ Student assessment and evaluation system. All students are provided initial assessment and a continuing series of formal evaluation techniques to measure progress, including the Student Progress Report which records progress in linguistic skills and communication. The program also uses student self-assessment/self-esteem instruments.

★ Life-skills instruction in health and safety, consumer education, interpersonal communication, parenting, citizenship, job preparation, family, and workplace literacy.

Project Contact

Joanna Escobar
Program Director
22nd Street & Lambert Road
Glen Ellyn, Illinois 60137
(708) 858-2800
FAX: (708) 790-9584

ADULT BASIC EDUCATION
COLLEGE OF SOUTHERN IDAHO
TWIN FALLS, IDAHO

Community Setting

The College of Southern Idaho (CSI) serves a region encompassing eight counties and over 11,000 square miles of diverse landscape in south central Idaho. The region is largely rural and dependent on agriculture, although several related industries are located in small towns and cities.

The population served by Adult Basic Education includes displaced farm workers, school dropouts, immigrants, incarcerated, adults with disabilities, parents of at-risk youth, and entry level workers.

Description of Services

The Adult Basic Education (ABE) program targets adults with less than a high school education or low educational skills. It is heavily oriented toward ensuring student success.

CSI maintains a flexible and comprehensive adult education program at its central location, 23 outreach sites, and volunteer tutoring. Instruction extends from literacy through adult secondary , and from preliterate through advanced ESL levels. The program has a wide variety of resource materials to facilitate and support program instruction and student success. Instructional techniques include one-to-one and small and large group modes. Teacher/student communication is critical to moving adult learners toward achievement of their goals. The rural nature of the program area necessitates flexible scheduling services and innovations such as distance learning. Classes are held in church halls, offices, schools, and grange halls, and occasionally in farm buildings.

A smile from the admissions advisor welcomes student on her first visit to the Academic Dev .opment Center.

Outstanding Features

★ A clear program mission and philosophy that are articulated throughout the system, with strong institutional linkages and support.

★ Effective program management and leadership that are highly engaged and geared to assure excellence in program performance.

★ Highly innovative strategies for addressing students' needs and overcoming program barriers. For example:

- Collaborative ventures have been entered into with school districts and other

agencies to provide ESL classes to parents with child care services arranged by the school district.

- A basic component of the ABE intake process involves an identification of the student's learning style which is then utilized to structure instruction based on the student's learning style as well as academic needs.

- Team teaching and collaborative approaches are important components of addressing student needs and instruction. Instructors have produced videos for students who are struggling to develop reading, writing, spelling, and math skills. Software is used not only for the designed purpose, but also as a starting point for writing exercises.

- A literary magazine comprised of ABE and ESL student essays, poems, and art work is published annually.

★ Effective integration of technology into instruction and staff development, extensive development of workplace basics partnerships, as well as intensive staff and student involvement in all facets of the program.

★ Effective coordination with other public and private agencies, organizations, and businesses that provide a wide range of integrated services.

Demonstrated Results

★ Exceeded its projected goals. In 1993 it served 2,383 students, including 158 incarcerated and institutionalized, 42 JOBS students, and 80 workplace math students.

★ 191 basic skills volunteers served 460 students and logged 11,205 student contact hours.

★ A large majority of alumni rated the program as excellent and indicated that it had helped them reach their goals.

★ College officials, cooperating agencies, and business and community representatives provided positive feedback on the effectiveness of the program.

Potential for Replication

★ Clear articulation of institutional identity and program philosophy.

★ Development of extensive workplace literacy partnerships and continuous communication.

★ Integration of technology with instructional and staff development program components.

Project Contact

Jane Brumbach, Director
CSI Adult Basic Education
315 Falls Avenue
P. O. Box 1238
Twin Falls, ID 83303
(208) 733-9554
FAX: (208) 736-2137

LITERACY SKILLS, MERCED UNION HIGH SCHOOL DISTRICT

MERCED, CALIFORNIA

Community Setting

Merced Adult School part of the Merced Union High School District, is located in California's Central Valley. The Adult School offers a comprehensive program of basic skills, ESL, High school diploma or equivalency, and vocational skills. The student population is composed of three major language groups, Southeast Asian Hmong, Spanish, and English.

Description of Services

The majority of the program offered by Merced Adult School is literacy services, that is, English as a Second Language and Adult Basic Education. During 1994, ESL and ABE accounted for over two-thirds of the average daily attendance generated by Merced Adult School.

Merced Adult School utilizes a life skills learner-centered curriculum, assessment, and evaluation system. The curriculum is constructed around life skills objectives, identified by evaluating the current needs and abilities of students, and then linking them to enabling basic skills. Students are assessed on standardized measures linked to instructional objectives. Materials are linked to instructional objectives and the ability of the students. Progress is linked to demonstrated competency of the class objectives.

Classes are available in the morning, afternoon and night in three communities: Merced, Livingston, and Atwater. Students

GED teacher giving writing instruction.

receiving instructional services include: adult secondary education - 1,557, adult basic education - 674, and English as a second language - 1,040.

Outstanding Features

★ A student needs assessment, administered to all ESL and Basic Skills Classes, identifies specific skill needs such as communication, reading, conversation, or writing. Results from these measures are used in planning instruction.

★ Special materials and services available for disabled students include access to a native language, instructional computers and audio tape players with instructional and phonic programs.

★ Merced collaborates regularly with community agencies, including Literacy Advisory Committee, Merced Learning Networks, Merced County Interagency

Council, and Merced County Teen Pregnancy Task Force.

★ The Adult School contracts with Private Industry Training Department and Merced County GAIN to provide basic skills, vocational training, and high school diploma or equivalency classes.

Demonstrated Results

★ Data from the instructor program evaluation indicated 100 percent satisfaction with resource materials, 95 percent satisfaction with general program goals, and 100 percent satisfaction with staff development opportunities.

★ The program evaluation resulted in two changes in the spring of 1993 including placing more emphasis on basic skills and creating a quarter system to give students a sense of beginning and ending of instruction.

★ The majority of ESL and ABE students receive instruction in at least two different classroom environments. For 15 hours a week they are in a traditional classroom where a teacher will employ cooperative learning, small groups, role play, total physical response, or whole group instruction; and for three hours a week they are assigned to an additional lab chosen for their skill level.

Potential for Replication

★ The Merced Adult Parent Education program serves over 60 parents of young children, under the age of three. Approximately 15 children are in attendance for each of the two sessions per day. At least one-third of the parent education students are also receiving language instruction.

★ Students in basic skills and high school diploma classes are offered instruction in vocational preparation. As part of this instruction, they are encouraged to attend further training in vocational skills, and the Adult School Vocational Program is introduced to them as a next step.

★ Instructors choose a professional growth objective as part of their Staff Development Contract. Instructors submit reports on progress to achieving objectives. Thirty-one ESL, ABE, and high school instructors completed their professional objectives in 1994.

★ Based on a needs assessment that identifies a need for vocational exploration and training, the program integrates vocational and language training within the Merced Adult School.

Project Contact

Margaret Kirkpatrick, Principal
Merced Union High School District
PO Box 3707
Merced, California 95344-3707
(209) 385-6524
FAX: (209) 385-6430

SOUTHEAST ALASKA REGIONAL ADULT EDUCATION PROGRAM

JUNEAU, ALASKA

Community Setting

Alaska is perhaps a unique environment, with wide geographic dispersion of clients and an ethnic mix. This Southeast Alaska program service area covers 36,000 square miles along the southeast coast of the state, and includes over fifteen communities and villages: Angoon, Craig, Chatham, Freshwater Bay, Haines, Hoonah, Hydaburg, Juneau, Kake, Ketchikan, Klawock, Petersburg, Skagway, Wrangell, and Yakutat. Many of its 1000+ clients are young (more than 40 percent are between ages 16-24) and 29 percent are of American Indian or Alaskan Native ancestry.

More than 40 percent of its learners have some type of learning disability that has limited their success within the traditional educational system and workplace.

Description of Services

The South East Regional Resource Center (SEREC) has provided a full range of adult education services since 1979, including adult basic education, literacy programs, older worker training, English as a second language, prison inmate education, office computer applications, youth at-risk programs, career interest and skills assessment, job search and preparation, and citizenship.

SEREC makes frequent use of other professionals that are available to it, such as psychologists, speech therapists, special education consultants and counselors. This professional network has broadened the program's capability to deal effectively with the special learning deficiencies experienced by many of its clients.

Juneau adult education students taking steps to change their lives.

Outstanding Features

★ A large staff--30 instructors and more than 150 volunteers--enables teaching to be primarily in small groups and one-on-one, to best accommodate individual needs.

★ Instruction is offered in a wide range of content areas, including: adult basic education, GED preparation and testing, and career exploration; life skills workshops such as resume writing, job search and interviewing preparation, positive thinking, stress and time management, improving communication skills, balancing work and family; and pre-employment preparation for single parents, teen parents, displaced workers, and high risk youth populations.

★ Program administrators have solicited residents and local organizations to be

active partners in helping the program meet regional needs. For example, SEREC works closely with the Alaska Job Service and other agencies serving the needs of the disabled, programs for displaced workers, correctional centers, Native organizations, alcohol and substance abuse recovery centers, halfway residential homes for youth and adults, centers for abused women, public libraries, school districts and senior citizen groups. To make sure the program remains in touch with the communities it serves, its directors, each year, hold planning sessions in Juneau and Ketchikan to identify new program needs and determine approaches to meet them. It also seeks direction and support from advisory committees comprised of representatives from the 15 communities.

★ Students scoring lower than a 45 average on the GED tests--and thus not achieving passing status--evaluate their test performance with the assistance of an ABE instructor. The instructor is responsible for counseling the student for an appropriate follow-up study strategy.

Demonstrated Results

★ In the 1993 program year, more than 200 participants obtained GED certificates, and more than 800 students completed the first level of Adult Basic Education, or its equivalent.

★ In 1993, 290 participants became employed, 70 obtained a better job or salary increase, and 75 were removed from public assistance.

Elements for Replication

★ The South East Alaska Literacy Program (SEAL) offers one-on-one tutoring to more than 120 adults annually. VISTA Volunteers facilitate the development of literacy programs in many of the rural communities in southeast Alaska.

★ SEREC continuously seeks additional linkages and sources of assistance to strengthen its basic adult education program, further program expansion, purchase of instructional resources, and student assistance. Programs that have contributed to the expansion of services include: Job Training Partnership Act, Carl D. Perkins Vocational and Applied Technology Education Act, Alaska Division of Vocational Rehabilitation, Tlinglit and Haida Central Council (Alaska Native Organization), Atlantic Richfield Company, Older Alaskans Commission, the Gannett Foundation, and VISTA.

★ A well developed library of adult education materials is available to students free of charge. In addition to GED placement tests, workbooks and study guides materials addressing study skills and related topics such as overcoming test anxiety are introduced to students during the initial orientation process. Additionally, a library of instructional software for the Apple II, Macintosh, and IBM computers has been developed and continually upgraded to include a variety of commercially-developed materials.

Project Contact

JoAnn Henderson
South East Regional Resource Center
210 Ferry Way, Suite 200
Juneau, Alaska 99801
(907) 386-6806
FAX: (907) 463-3811

Commendations to Other 1994 Finalists

Area 1

ABE/GED/Literacy Program Services in Rural Pennsylvania
Centre County Area Vocational-Technical School
Pleasant Gap, Pennsylvania

Adult Learning Access Center
Long Beach City School District
Long Beach, New York

Area 2

Cooperative for Adult Education Programs
Region One Education Service Center
Edinburg, Texas

JTPA Basic and JOBS Skills Program
Hopkins County Schools
Madisonville, Kentucky

Probationer's Educational Growth of Florida
Florida State PEG Advisory Council, Inc.
New Port Richey, Florida

Area 3

Adult Basic Education
St. Louis Public Schools
St. Louis, Missouri

St. Joseph Adult Basic Education
St. Joseph, Missouri

Area 4

Adult Basic and Secondary Education Program
Hacienda La Puente Unified School District
La Puente, California

The Seattle Education Center
Metrocenter YMCA
Seattle, Washington

Information Contacts

Assistant Secretary Office of Vocational and Adult Education	Augusta S. Kappner	202-205-5451
Acting Director Division of Adult Education and Literacy	Ron Pugsley	202-205-8270
Program Improvement Branch Chief Division of Adult Education and Literacy	Julia Shepherd	202-205-9685
Area Coordinator - Area 1 Division of Adult Education and Literacy	Sarah Newcomb	202-205-8794
Area Coordinator - Area 2 Division of Adult Education and Literacy	Jim Parker	202-205-8234
Area Coordinator - Area 3 Division of Adult Education and Literacy	Mike Dean	202-205-9294
Area Coordinator - Area 4 Division of Adult Education and Literacy	Carroll Towey	202-205-9791
Clearinghouse Division of Adult Education and Literacy	Tammy Fortune	202-205-9996
FAX Division of Adult Education and Literacy		202-205-8973

Internet

Messages regarding this publication may be sent via internet to: Carroll_Towey@ED.GOV

Office of Vocational and Adult Education
Division of Adult Education and Literacy
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7240

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List of States by Areas

Area 1 - East

Connecticut
Delaware
District of Columbia
Maine
Maryland
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Puerto Rico
Rhode Island
Vermont
Virgin Islands

Area 2 - South

Alabama
Arkansas
Florida
Georgia
Kentucky
Louisiana
Mississippi
North Carolina
Oklahoma
South Carolina
Tennessee
Texas
Virginia
West Virginia

Area 3 - Central

Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

Area 4 - West

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nevada
New Mexico
Oregon
Utah
Washington
Wyoming
Federated States of Micronesia
Guam
Marshall Islands
Northern Mariana Islands

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